

## SELS MID-YEAR IMPACT REPORT

### Leadership Development

Provide a summary of your department's goals, objectives, and strategies. Describe the specific activities and programs implemented during the Fall semester that had significant impact in addressing student success. Which Divisional Goals did these activities and programs align with? If you had to pivot and change your planned programming, please address what occurred and what contributed to your change in plans.

*Leadership Development* nurtures leaders by developing and supporting a variety of student leadership opportunities through collaboration with Academic and Student Affairs departments, recognizing successful student leadership, and fostering the natural leader in each Cal Poly Pomona student. Significant inroads to maximize exposure have been made through our partnership with faculty who instruct FYE courses, but opportunities exist for further expansion with new college partners.

Through *Bronco LEAD*, students are able encouraged to reflect and articulate their personal leadership styles and promote essential and transferrable leadership and life skills. This aligns directly with the first element of DSA's *Strategic Plan*, which is to "prepare students personally and professionally for the evolution of work and civic engagement."

One of the desired outcomes we have for *Shop Talk* is that our enrolled Black mxn feel a sense of belonging and that the university cares for them. This program aligns directly with Goal 3 of DSA's *Strategic Plan*, which is to "Eliminate the equity gap by enhancing access, inclusion, and belonging in support of student success and co-curricular engagement."

**Please provide a report of the number of students served, the demographic profile of the students served, and the number of services individuals received. Include any cross-collaborative partners and the impact this had on your programming.**

#### Students Inducted into Bronco LEAD

Course	Students Enrolled
HRT1010 (1 section)	103
BUS1010 (3 sections)	159 (~40; one section unaccounted for)
SCI1010 (2 sections)	83
Bronco Scholars	119
Orientation Leaders	33
CORE Education	131
<b>Total</b>	<b>628 (668)</b>

Overall, the population that contributed most significantly (approximately 61%; see fig x) to *LEAD* workshop attendance is our community of First Year Experience students, thanks to our partners with FYE courses at Collins College of Hospitality Management; College of Business Administration; College of Letters, Arts & Social Sciences; College of Education and Integrative Sciences). Additional partners include Bronco Scholars, New Student Programs & Family Engagement, and Club & Organization Registration Education.

#### Fall 2022 Bronco LEAD Completion

LEAD Level	Required Complete ( $\geq 80\%$ )	Electives Complete ( $\geq 67\%$ )
1.0	231	128
2.0	52	42
3.0	25	15

Although we are excited to see students join *LEAD*, we are also invested in seeing students complete the curriculum at all three levels and receive their certification and recognition at the end-of-year awards. The chart at the left details the completion rate of students currently engaged with the program.

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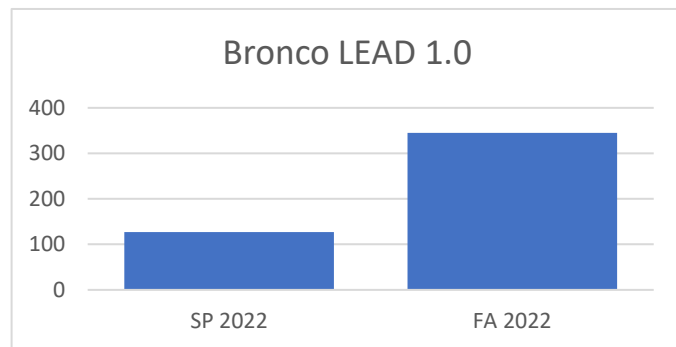
In addition to the above numbers, *LEAD* facilitated forty (40) workshops.

*Shop Talk* was hosted two (2) times and reached 77 students, with great thanks to our partners at University Housing Services (UHS). *Shop Talk* was held in the Rainbow Weaver Conference Room (Bldg 26) during the pilot phase, but increasing attendance required a more accommodating space. UHS offered the Vista Suites Multipurpose Room without charge and provided additional publicity for the event through their own internal channels.

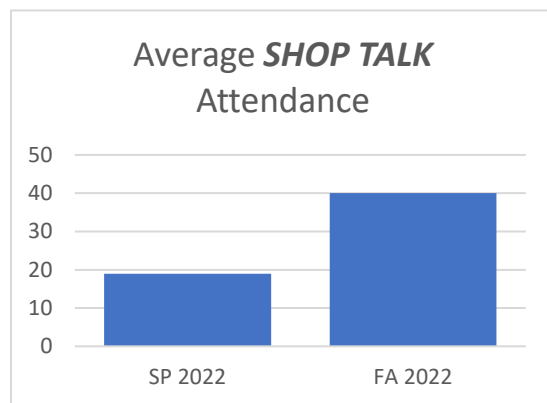
**Provide us a summary of what was achieved in the last semester by your department. Address how you are measuring impact and how you addressed one or more of our Student Affairs goals.**

#### **Bronco LEAD**

We have more than doubled the number of students who have started the *Bronco LEAD* pathway. These students are primarily students enrolled in First Year Experience courses across four (4) colleges (Collins College of Hospitality Management; College of Business Administration; College of Letters, Arts & Social Sciences; College of Education and Integrative Sciences).



Through this effort, the *Bronco LEAD* has moved the needle forward on DSA's strategic goal of **advancing career readiness** by increasing the number of students who being equipped with "soft" skills required to thrive as future members of the workforce and a part of an engaged citizenry.



#### **Shop Talk**

Looking at attendance numbers alone (we have similarly doubled), this program continues to demonstrate great potential to **maximize student success** amongst our small but vocal population of enrolled Black men on campus. The *Shop Talk* series works to eliminate the equity gap by increasing their sense of belonging to the community, by including men who identify along all walks of the Black experience, and by bringing in CPP staff and faculty to have frank conversations with them and connect our students to resources on campus and beyond.

**Describe how your unit has engaged with the Office of Assessment, Data, & Evaluation (ADE) and what projects you have in the works with them.**

In recent history, reach and attendance numbers have been used to measure impact in *Leadership Development*. Rising attendance levels tell a triumphant story, but *LD* will be developing an assessment plan with *Assessment, Data, & Evaluation* for the Spring to bring stories and lived experience to those LEAD numbers through surveys and focus groups.

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### **Leadership Development**

The impact of *Shop Talk* was assessed by Namrata Patel, PhD, of *Research for Social Impact, Inc.* and a report was issued to *Leadership Development, Male Success Initiatives*, and other executive CPP leadership in September 2022.

#### **Describe challenges and opportunities faced during the past semester. Describe any significant organizational changes, including staffing, changes in partnerships, and how you addressed them and/or plan to address in the Spring semester.**

A staffing shortage presented the most significant challenge in Fall 2022. We lost our Assistant Coordinator (AC) to an opportunity more aligned with his graduate work and a Student Leadership Assistant (SLA) stepped away for personal issues. The primary impact of these departures was that the Senior Coordinator assumed the AC's administrative duties, in addition to the SLA's workshop facilitation responsibilities. These vacancies do not reflect a pattern of understaffing endemic to the area, therefore no intervention beyond normal hiring practices is anticipated.

However, there is an opportunity to re-evaluate SELS' current hiring practices. We currently employ an omnibus application and hiring timeline for student employees for all SELS departments and we utilize a generic Assistant Coordinator description for the respective position, regardless of department. Restoring individual area hiring rights and responsibilities may yield higher applicant count as job seekers have a clearer understanding of the role that they are applying for given more specific and discrete job postings/descriptions.

#### **Staff Wellness Plans: What did you do and how will you continue to address staff wellness next semester?**

There is not a formal wellness plan in place as of Fall 2022, but moving forward, *Leadership Development* will be assigning Student Leadership Assistants to complete the [Wellness Card](#) program hosted through *Student Health and Wellness Services* once it relaunches in Spring 2023. We believe that a healthy staff is a happy staff, so participation in this program will advance staff's awareness of CPP's health resources and facilitate assessment of their own wellness.

#### **Spring 2023 - Include your goals and plans for the Spring semester. How would you describe what your unit will focus on during the Spring semester? Which Divisional Goals do these plans align with?**

Our signature events for the Spring semester are the *Student LEADership Conference* and our end-of-year recognition event. The conference is populated with workshops from LD's portfolio, as well as from campus partners. In doing so, we aspire to prepare students personally and professionally for life after college (Goal 1). As previously addressed, LD will be developing an assessment plan with ADE to further inform the department's direction.

There is nothing but room for growth in regard to *Leadership Development's* presence on campus. For the Spring (and beyond), LD will focus on developing culturally relevant leadership programs (Goal 3), and building out the suite of workshops available through the *LEAD* program.